

# Loyola alumnus

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This symbol has at times represented other things than peace although always things which were synonymous with peace. If I use it here, it is used in its simplest sense, representing peace.

Why use a symbol when the actual word is available? Symbols are used when the reality they represent is not readily identifiable or tangible even though the reality does exist somewhere. Peace today must exist somewhere but it is neither readily identifiable nor tangible.

The idea, however, comes to the fore every holiday season when Christmas cards, store windows, hymns in churches, on the radio and TV remind all men of good will to think of peace.

Merely to think of peace is not enough. Men for the past 2000 years have been doing just that and possibly not much more. Peace must be worked at all year round and not only when the festive season exhorts us to; not only for a few weeks while Christmas trees are laden with gifts and glitter but in the twelve months which follow.

To achieve this universal wish of mankind—a peace and tranquility of all people, for all people and by all people—Man must not only think of peace but work at filling this symbol with its reality.

# Loyola alumnus

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# Communications.....an Art

"Quiet on the set"....

A slow countdown is heard from within the control room and five fingers held up become four, three, two and then one. A tenseness which pervaded the studio floor is eased as the remaining finger is pointed.... and the programme gets underway. A television programme being taped?....

YES!!!

At a local television station??..... NO!!!

This happens to be one of the routine days in the ground floor studio of the W.X. Bryan Building at Loyola of Montreal where a small group of students are peicing together a television programme, part of their course load in the Department of Communication Arts. It could be 9 am. and it could well be 9 p.m. any weekday night, for the lights burn late in the Bryan building.

A small group of students on the West end campus come to this institution of higher learning to study the art of communication. For the most part, they breathe, eat and dream communication arts for three of their four years here and live in a world foreign to most of their counterparts at Loyola.

Participation, total involvement and an almost unlimited supply of energy to do an almost unlimited amount of self-imposed work seem

to be the key-words in this department.

Cameras shoulder-slung, tape recorders whirring, the fledgling communicators are taught and urged to probe relentlessly into the human problems of total sense perception.

Why learn communications?

In the oral-aural sense, the normal human being spends almost 75% of his waking hours communicating or being communicated 'at'. This is happening either with individuals or groups. Understanding the communication process is therefore of paramount importance. It is an aspect of modern society which is taken for granted today.

Communicating is more than just a two-way street as many will suggest. There are as many lanes in specialized avenues as there are senses and then some. Communications today is more than just the modern technological machinery which we have come to experience in the world today. Communications implies people and not necessarily the machinery element which we use to communicate. This word communications is probably one of the over-used words in the English language today and most likely one of the most misunderstood.

Communication is a complex process by which two or more people have verbal, visual or sense inter-

course. Everything which we touch, smell or taste also communicates with us. The communications' prophet Marshall McLuhan involved the world in media research and the complex process of communication. We are just beginning to find out how it affects our world and our lives. The research in communications also points the way to the future.

This process is framed within sociological and psychological contexts and involves individuals' perception, psychological state knowledge of word meanings (semantics), social environment, homelife, schooling, political beliefs and his relationships with other people. The process is obviously complex enough to warrant its study on many levels.

At Loyola of Montreal, the Communication Arts was established four short years ago to explore the subject of communications and to permit young people to get a basic grounding in the theory of the process, to permit young people to get at the roots of the modern communications' morass and to find for themselves, with guidance from professionals, a way out... a way to understand this process, this two or three way street.

With the most up-to-date equipment available, a maximum of 180 students, here, can begin to appre-





ciate the jungle of audio-visual communications.

A fully equipped television studio with three cameras complete lighting and control room, two radio studios with control rooms, 16mm and 8mm editing and screening rooms and equipment help the students involve themselves totally in the audio and visual communications problems facing today's people.

Learn-by-doing and learn by total involvement seems to be the credo in this department. The technical equipment mentioned above does not in any way suggest a technician as the end product of studies in this department. The equipment is used as a tool only in forming free thinkers in the communications world, as an assist in the creative process which is encouraged and fostered in this department.

Technicians.....NO!!!

Producers, directors and creative communicators with artistic and in depth perception of the media..... YES!!! In the Communication Arts Department, the use of medium itself whether it be television, radio or film is subordinated to let artistic assertion of the students come to the fore. Although students going through the programme will have first hand knowledge of how technical tools used in the art of communicating operate, this is define-

tely not the emphasis in this series of courses. With a firm basis in the liberal arts, the courses involve the students in theory of communications.

The study of Mass Media, the Analysis of information complexes, the various laboratory periods in television, film, radio and photographic expression are just as a few of the twenty seven courses offered this year in 'Comm Arts'. There are several other departments in Loyola which offer complementary courses. These exist in Psychology, Theology and the English departments.

Only four short years ago this department offered two courses to students as electives. Since then it has blossomed in to a department where a major can be taken and it is a stepping stone in Canada to further studies at a number of universities in the United States.

It was only in the fall of 1967 that the department had its own permanent local in the basement floor of the Bryan Building. After that move the department enlarged its faculty and permanent staff to what it is today.

Other universities have not been idle after Loyola's initial move into the field in the 1965. Several other universities are offering courses in communications and several others are beginning to offer Masters and

Doctoral programmes which dovetail with Loyola's present curriculum.

The department's largest enigma is probably the orientation given to students during their stay at Loyola... What to do after?? The question is as hard to resolve as the communications field itself is cumbersome. Industry, commerce and the outside world in general is probably just not geared to accept the Comm Arts graduate. Experience in the department after the first graduates had received their diplomas has indicated rather rudely that the outside world set up as it is demands experience everywhere a job is to be found and furthermore demands that creativity in the social sense be subordinated to the system.

"Where to from here?" Is a question which is being asked not only in this department and not only at Loyola. It is being asked at most any Liberal arts college or university across the continent and throughout the world.

It is a question which in certain areas has answers and in others a silence which is deafening. Perhaps the graduates of the Communications Arts Department of Loyola are better prepared to find those answers in the future....



## *The Continuing Case of Dr. S. Santhanam*

The atmosphere on Loyola's campus is now very different than it has been in the past. The community is going through a new phase, that of student and faculty protest against the administration.

The reasons for these protests stem from the growing dissatisfaction in the present power structures of the community. Students took up the cause of Dr. S. Santhanam, an assistant professor of the department of Physics, whose contract had not been renewed for the present academic year. The Faculty then came to his support, contesting the morality of the Administration's decision not to re-hire the nuclear physicist.

The game was on!! Student president Marcel Nouvet rallied as many students as he could and general student assemblies became the rule rather than the exception. Power Politics was the name of the game and the students had to show that they meant business. A three day strike was called by the student association executive and it was ratified by the student body (1775 in favour, 1762 against with 34 spoiled ballots). The strike was actively supported by 25 professors and at least 200 students (when the sun was shining).

A group of student picketers paraded in front of the Administration building and later toured the Bryan and Drummond buildings. (It is interesting to note that no Science students were on strike and all classes were held as usual, despite the fact that Dr. Santhanam was a Science Faculty professor). The strike ended October 29, 1969, without incident.

On Monday, November 3, 1969, the President re-iterated the College's stand that the case was closed. The students retaliated with a five hour sit-in which ended after a five-man student delegation accepted proposed concessions with Father Malone, on the closed case.

On November 4, 1969, the majority of a group of 800 students and faculty rejected these concessions as 'sellout' of Dr. Santhanam. A day later Dr. Santhanam also rejected these proposals. He would accept nothing less than binding arbitration on his case, his concept of justice.

At this point the College unconditionally withdrew the proposals. The Executive Committee of the college Senate then passed a motion stating that any more protest regarding the Santhanam case should cease. Any such demonstrations would be held in contempt of the college Senate and would be subject to severe academic penalties. This motion was to be ratified by the full body of Senate on November 6, 1969.

Marcel Nouvet resigned as student association president on November 5, 1969, saying that he was fed up and frustrated by the situation. The Senate meeting was held on November 6, 1969, but due to disturbances created by Mr. Nouvet and his supporters, and the fact that there were some 200 angry students outside the Senate room, the Montreal Police had to be called in to remove Marcel Nouvet. This was the height of the confrontation between students and administration to date. Never before had a situation reached such a chaotic stage that outside authorities were called in to settle an internal problem on this campus.

Since that time the Loyola Student Movement has been formed. The purpose of this group of about 350 students is to harass the community in such a way as to totally disrupt the administrative workings of Loyola and to destroy any academic atmosphere that may still remain in the campus community. So far their main weapons have been a series of one-hour sit-ins, with chanting and stamping of feet. A series of chemical bombs inducing nausea were also placed by persons unknown.

What has been the effect of this action since September? First of all, there is no communication between the students and the administration. All sense of trust and co-operation has evaporated. Double-talk has come from both sides of the fence in speeches and press releases of self-justification. The question of reform is chaotic. All parties on campus are deeply divided among themselves as a result of constant confrontation which has been to no avail.

When these confrontations provided no clear-cut solution, it seems that the 'We might lose, but they will lose more idea' became prevalent on all sides. No sector of the active community appeared to regard the benefits or well-being of the total community. If one sector was to lose, everyone had to lose. Everyone was doing his part to sink a crippled ship! This is not constructive reform. This idea can only destroy the academic atmosphere and lead to the total demise of Loyola College as an entity.

Reform is definitely needed at this

college, but there is right way and a wrong way. The latter has been chosen in the last three months. The students and faculty cannot expect change solely for their own sake. The administration must react in a more respectful way to student and faculty demands, in order to avoid a repetition of what has occurred.

The situation is changing for the better. Preliminary steps are being taken to heal the wounds on both sides and towards constructive reform. **BETTER LATE THAN NEVER!!** But we are all sorry it had to be this late. Almost half of an academic year has been wasted, it cannot be recovered. But that is not all! I cannot help but think that all this dissension, agitation, chaos and the total atmosphere at Loyola College is what made this institution so susceptible to the act of terrorism which befell us on November 20 at 9:03 p.m. I may later be proven wrong, but I feel that the total atmosphere at Loyola was conducive to the planting of a bomb on the campus, be it a result of Bill 63 or some other motive.

Peter Aitken, Arts III

Having heard the case repeatedly discussed, debated and argued, sometimes with more heat than light, and having read the seemingly countless statements from both (although there are more, many more, than just two) sides, I am more than tired of the subject. I am sure that most all of us are. And yet there is the career of a colleague at stake, the authority of the College Senate, the authority of the Board of Trustees, the authority of the President, the democratization of the institution, Loyola's public image, and, although there are still other things beyond these "at stake", I shall end the list with Loyola's future. All these things, even Dr. Santhanam's professional future, are not, however, at stake in the win or lose, do or die, all or nothing sense. It seems to me that all the above will, after all, nonetheless, be greatly influenced and partially determined by the final solution of the case. It is important. However dispiritedly, I take it up, again and again, whenever the occasion and the question arise.

I am not going to argue the "Merits", in particular, of the case here. I am not a member of the Physics Department and am hence, in great measure, not at all qualified to do so. I have only a few paragraphs to write, and these shall be based entirely upon what I do indeed know, a knowledge perhaps become now all too common to too many.

From what you and I and everyone more than passingly interested do know, can it not be agreed that



there are indeed two sides, at least two, to the case? All right, fine. Agreed. Well, why not submit the case to arbitration and agree to abide by the decision of the arbitrators? Isn't it, ultimately, as simple as that? Believe me, this represents no attempt as disingenuous naiveté on my part. The proposal has been repeatedly made. But perhaps everyone here is already too committed. I think that's likely. All right, then, let's have the Association of Universities and Colleges of Canada, representing the administration, and the Canadian Association of University Teachers, representing Dr. Santhanam, each name two members to a committee of arbitration, all four members to come from outside the Montreal area. Further, let these four agree on a fifth member to act as chairman of the arbitration committee. Let the committee then proceed to hear the case. Let them be given all pertinent documents. Let Dr. Santhanam, any member of the college administration, any member of the faculty, and, finally, any and all students the committee may wish to hear appear before them, all these together or singly, or both, as the committee may determine. Then let the committee decide, all parties having agreed to abide by that decision. End of case; no matter how it turns out. All interests will have been heard, if not served. Fair play will have been served.

This proposal has been made many times. The Loyola Board of Trustees has consistently refused to accept it. All right, what are we to conclude? I don't rightly know. I certainly do not conclude that they are, in their majority, blackguards and villains, steeped in infamy and sin. I do conclude only that they are wrong in this, that they are upholding an authoritarian position, scarcely consonant with the democratization of Loyola. Perhaps they feel that this democratization has already gone too far. I disagree, keeping open always the possibility that I, not they, may be wrong.

Can we not agree that we should all have the courage of our convictions? Can we not all agree that free speech, non-violent forms of protest, mass meetings, and demonstrations, if carried out peaceably and without interference with anyone's academic freedom, are all at least not illicit or in themselves reprehensible?

Consider, finally, to what extent the arbitration proposed appears to you to be reasonable, intelligent, fair, and just. Consider to what extent you feel that, not the arbitration proposal, but the position of the Trustees represents what should be the prevailing attitude at Loyola - or anywhere else in similar circumstances. If you opt for the position

of the Trustees and can spare the time, please contact me. I have been known to be wrong ere this. Perhaps you can straighten me out.

Daniel Brown  
CLASSICS.

Nobody is interested in reading a long philosophical discussion on such confused and complicated issues as the Santhanam Affair, especially when all the facts have been exhausted by both the Loyola News and Free Press. The media in Montreal has also kept us well informed.

I have not been away from the academic life long enough to become engulfed in the fast-paced business world. Therefore, I have taken time to view and study most of the action in the Santhanam Affair. Of course, it began in the summer and is still grinding on through the late Autumn. Actually, the crusade for university democratization gave birth in the Loyola community while I was still an undergraduate. Thus, I might be a little more tolerant toward the radical happenings of late over the Santhanam affair than my fellow alumni from the 40's or 50's.

I will not bother to rehash what happened in the numerous confrontations between students and administration, faculty and administration, etc. From my own observations, it seems quite evident that Dr. Santhanam was a competent teacher and an asset to the Physics Department. However, the man has become a victim in an inevitable clash between the academic groups on campus. I believe that his fate is somehow due to his own making. I think that Dr. Santhanam lacked foresight in the handling of his future. He became muddled and confused in his own case. This was the fault of the Administration, the Faculty Assoc. and the Student Association. He was taken advantage of and tossed from one hand to the other like a puppet.

At this point, it will be extremely difficult for him to clear his tarnished name. He was conspired against by his own faculty administrators and the head of another faculty (or so he claims). He received the support of thousands of students and many prominent members of the faculty. Many felt that this support would demonstrate to the higher officials of the College the justification of his case. The result of a well coordinated three day strike was complete chaos and disunity in the political university structure of the Loyola community. The Administration's reluctance to negotiate broke down all reasonable means of communication. Dr. Santhanam could not give in at this point. So many people had become so deeply involved in

his personal case. It would also be contrary to his own self-respect.

To this point, both the College and the CAUT have failed to solve this crisis. It would have been a reasonable decision for the Administration to have accepted the CAUT's proposal for binding arbitration. However, the College refused this alternative and now I question the integrity of the College officials. Is our present Administration capable of ruling? I think the next decision of the CAUT should answer that question quite sufficiently.

Geoffrey de Gannes  
Loyola College '69

## *Santhanam Chronology*

### **July, 1963**

-- Dr. Srinvasa Santhanam was hired on a one-year contract as assistant professor in the department of Physics at Loyola of Montreal.

### **July, 1964 to July, 1967**

-- He was offered a succession of three one year contracts.

### **December 5, 1967**

-- Dr. Santhanam was notified that Loyola after consultation with the Committee on Appointments, Rank and Tenure, did not plan to offer him a further contract after July, 31, 1968.

### **December 17, 1967**

-- Dr. Santhanam appealed this decision requesting to stay at Loyola just one more year. In a letter to his Departmental Chairman and the Dean of Science he made the following statement: "I can assure you that I have no intention of staying here after July, 1969."

### **December 12, 1968**

Notice of termination was sent to Dr. Santhanam confirming that his service ended on July 31, 1969.

### **June 16, 1969**

A Senate meeting begun on this day started proceedings to hear the Santhanam appeal to stay on at Loyola past July 31, 1969.

### **June 19, 1969**

Senate in a continuation of the meeting started on June 16, 1969, passed (12-5) the following resolution: "that an ad hoc committee of 5 people be created agreeable to Dr. Santhanam, the President and the Physics department to consider the re-engagement of Dr. Santhanam after the end of 1969-70 and to report before November 1, 1969, and that the majority decision of this committee be binding on the Senate -- all the foregoing subject to the agreement of Dr.

*con't on page 6*



Santhanam to abide by this procedure and by the decision of the committee".

**June 24, 1969.**

The President reports to Senate that the Board of Trustees does not accept their recommendation.

**June 26, 1969.**

Dr. Santhanam, the president and vice president of the Faculty Association go to Ottawa to meet with the Executive Officers of the Canadian Association of University Teachers.

**July 17, 1969.**

Faculty Association adopted a resolution at their meeting this day 'regards the action of the Board of Trustees... as a major violation of established College procedures.' The resolution also indicated the Association's support of an appeal to C.A.U.T.

**July 18, 1969.**

Student meeting in the F.C. Smith auditorium-- support for L.M.S.A. Executive, Board of Directors and College Senate -- requested that discussion, on how to implement the Senate decision, be started.

**July 25, 1969.**

Student meeting in the F.C. Smith auditorium again to discuss the Santhanam case. This meeting ended in a symbolic occupation of the auditorium.

**July 30-August 1, 1969.**

Meetings of 'ad hoc' committees of Trustees, students, faculty, and administrators.

**August 2, 1969.**

Policy statement of the Board of Trustees re-affirming the Senates primacy in matters academic and indirectly academic.

**October 8, 1969.**

-- The case of Dr. Santhanam back in Senate for further discussion and ruling. Before discussion took place seven elected Senators from Arts walked out (later resigning) and were accompanied by three student senators who dissociated themselves from the Senate meeting for that particular meeting. Motion passed by Senate (14 for --2 against-- 1 abstention)" that that body recommends to the President that Dr. S. Santhanam not be re-hired as an assistant professor in the department of physics."

**October 14, 1969**

-- Marcel Nouvet, president of the Loyola of Montreal Students' Association, called all students to vote for or against a three day strike, to begin the next day.

**October 15, 1969**

-- Strike postponed.

**October 27, 28, & 29, 1969**

-- Three day student boycott of classes  
*con't on page 16*

# Women-- "On The MOVE"

The first two full time women students invaded the all male sanctuary of seventy year old Loyola College in September of 1963. In 1965 only two short years later, they had not only invaded the classrooms but the gymnasium as well.

Their response to the expanded programme led to the creation of a formal women's physical education and athletic programme. With the women's keen sports interests, and a total enrollment of more than 1,200 young ladies expected in September another historical mark for the women was reached in January of 1969. The Department of Physical Education and Athletics was given authorization to employ Loyola's first full time women's physical educator for the school year 1969-70. Selected on merit and enthusiasm was Mrs. Brenda Maunder. Born in Ottawa she obtained a Bachelor of Arts in 1962 and Bachelor of Physical and Health Education the following year from Queen's University. Mrs. Maunder has five successful years of teaching and administrative experience in high schools and summer camps in Ontario, Quebec and Europe before coming to Loyola.

Twenty two physical education and athletic activities are offered to Loyola's female population. One of the aims of the expanded programme conceived and initiated by department head Ed Enos four years ago was to provide a place for not only male students but for each and every female on campus. The activities are diversified and conducted on the multiple levels in order for all students to be able to reap the full benefits by being active as participants. Spectatorism is out - sports involvement is the "in" thing on the Loyola campus. On the intercollegiate level there is basketball, hockey and volleyball. Intramurals consist of badminton, basketball, broomball, field hockey, and volleyball. Co-ed club activities consist of archery, aikido, curling, fencing, free skating, gymnastics, judo, modern dance, parachuting, swimming, skiing and table tennis.

Intercollegiately, Loyola competes in two leagues. The Ontario-Quebec Women's Conference of Intercollegiate Athletics (OQWCIA) and Women's Intercollegiate Two-Conference Association (WITCA). The participating schools in the OQWCIA, Eastern Division are Carleton University, Macdonald College, Ottawa University, Sir George Williams University, Université de Montréal, and Loyola. WITCA consist of Carleton University, Macdonald College, McGill University, McMaster University, Ottawa University, Queen's University, Sir George Williams University, Université de Montréal, University of Toronto, University of Western Ontario and Loyola.

Loyola fields three varsity teams. Hockey is coached by Steve Lowe, volleyball by Mary Porter, and basketball headed by the newest member of Loyola's athletic staff, Irene Konachy. (Next year Loyola is planning to add another team to the leagues in field hockey which in its first year was a success.)

Offered daily are a wide range of intramural activities the girls can participate in. They include basketball, hockey, badminton, field hockey, broomball and volleyball. The third category, co-ed clubs gives Loyola co-eds an opportunity for physical activity in a social milieu. Leading the list is the ski club with a record enrollment of 150 members. The club will take to the slopes weekly and participate in racing events between other colleges. What began last year as a small impossible dream, the parachuting club has gained momentum and are still in their preliminary training before going to the air. In its third year at Loyola the archery club has increased enrollment to some 40 participants. With Mrs. Maunder at the helm the gymnastics club has increased its membership to some 40 co-eds. Yet the two fastest growing activities in popularity with near maximum numbers partaking are judo and aikido.

The two best judo instructors in Quebec are in charge of the co-ed club. Masayuki Hisataka, who holds a 7th dan black belt in karate, the highest achievement in Canada and 5th dan in Quebec which is tops in the province is the chief instructor. He is ably assisted by Hiroshi Nakamura, who is second only in proficiency to Hisataka. Massimo Nicolachi Di Villadorata, the foremost exponent of aikido in Quebec heads the aikido club.

This year the modern dance club has 45 active members. Their instructress Iro Tembech holds a masters from McGill and has 15 years experience in ballet and modern dancing. The co-eds may also find enjoyment in fencing, curling, table-tennis and swimming.

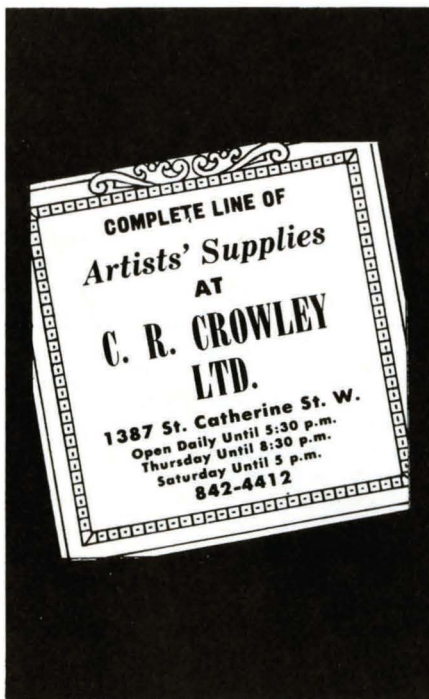
Within the confines of the athle-



tic complex are found diversified and modern facilities to accommodate the female enthusiasts. The skating rink, one of the best in the city, is used by the women for ice hockey, curling, broomball, figure skating and co-ed skating parties. The 19,000 square foot gymnasium contains in reality a double gym with 100 x 80 feet floor area. It is equipped to serve as a multi-purpose indoor sports emporium for basketball, volleyball, badminton, gymnastics, tennis and similar activities. Also, there is the girls own wing for dressing, showers and equipment.

Vitally assisting the trained professional staff are the members and executive of the Women's Athletic Council. The Council enables Loyola co-eds to become intimately involved in all the administrative facets of the program. This year year's council is headed by President Maureen Newman, Karol Conway is the Vice-President and Jane Little, the Publicist.

Loyola's athletic program epitomizes what can be done when student activists energies are directed toward constructive ends. With students and administrators working together in just four short years, Loyola's Department of Physical Education and Athletics has expanded to be one of the foremost in Canada. The traditionally strong men's program has escalated to even new heights with its diversified excellence unmatched in the country last year. The women's division has made rapid progress to date and more will be done in the future. One thing is for sure, Loyola's women are "on the move".



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## THE FRENCH CANADIAN FACT

*The following address was delivered by Dr. Alphonse Riverin at the Loyola of Montreal Fall Convocation ceremonies Nov. 26, 1969, as 123 Loyola graduate received their Bachelor's Degrees. It is reprinted here because I (Ed.) feel Dr. Riverin's remarks bear scrutiny and are pertinent to today's situation in this province.*

I am indeed honoured to have been invited by the authorities of Loyola College to address this Fall Convocation. Let me first congratulate the students who have just received their diploma crowning their studies and this one last year of effort. I am sure their parents also will rightly rejoice themselves in their accomplishment and that all will recognize that these graduations which keep succeeding themselves, year after year, are made possible by the administrative body and faculty members of this Institution who constantly strive to better the quality of teaching and other services put at the students' disposal.

Usually, most people who are present at this kind of ceremony - whether they are participants or spectators - are rather anxious for it to be all over. So my address will be short and I will immediately embark upon the subject which I feel appropriate for this particular event and on this particular day: my perception of the situation of the English-speaking population in the province of Quebec. Let us approach this subject with the most straightforwardness and objectivity we are capable of, for indeed I believe that only through open and sincere dialogue lies the solution to such difficult problems as those of cultural and linguistic duality in Quebec.

Following an extremely rapid evolution which has been taking place these last ten years or so, the French-speaking population of Quebec has begun to assert itself, causing the rise of a quite understandable state of uneasiness in the English-speaking community of the province and particularly of Montreal. Uneasiness often breeds reactions of defense and withdrawal which could, in reality, risk to bring your group to place itself outside the current trend of Quebec's evolution.

Indeed, if we are to believe the editorials of daily newspapers such as the "Montreal Star" and the "Gazette", we can assume that the English-speaking community fears to become more and more marginal, or at least, that it fears to be seen as such by the French-speaking majority.

Nevertheless, and whatever the truth of the matter, it would probably not be entirely inexact to suggest that you have had a certain tendency to stay on the fringes of Quebec's life. Take, for example,



your hesitation in learning French and in thus communicating with your French-speaking fellow citizens. Another case which could be underlined is that of your educational institutions which seem to have turned a deaf ear to the sounds of educational reform in Quebec and which have tended to consider this reform as a good thing for their French-Canadian counterpart, but irrelevant insofar as they were concerned. This attitude is particularly marked in post-secondary education which has been organized, through decisions of the Government of Quebec and the National Assembly, into two separate levels of teaching dispensed by two distinct types of institutions: college and university.

In less than two years, in the French-speaking sector, all the universities and all the pre-university establishments have managed to apply this policy which, for more than a hundred of these, implicated radical reorientations, changes of status and of personnel, etc. Meanwhile, in the English-speaking sector, the post-secondary institutions have either been quite reluctant to conform to this policy or have done so only on a long-term transition basis.

In this respect, we must admit, Loyola College's case is even more particular, for this institution dispenses both college and university education at the same time, thus putting itself in a position of increasing marginality in regard with the whole of Quebec's school system.

These few examples I have chosen from the field of education clearly illustrate, I believe, the danger of further and further isolation for the English-speaking population.

Quebec's problems are not only of an economic order. Not only are we at an economic standstill, but we are also suffering a deep social malaise. An important part of this malaise consists in the delicate question of language, with its social and even political overtones, as illustrated, for example, in the recent case of St. Léonard.

Many French-speaking Canadians feel they are economically alienated; they must work in English, for English-speaking firms and employers, and their own language often prevents them from reaching responsible positions. This feeling is often accompanied by an increasingly intense feeling of cultural alienation: with the progressive deterioration and even the possible elimination altogether of French as a working tongue, the French-speaking Québécois see their culture lose its vitality.

We must well recognize that the actual strict separation between English-speaking and French-speaking universities in Quebec is a factor

which perpetuates and even consolidates economic and cultural systems which cause injustice to the French-speaking Québécois and which the younger generations more and more categorically, even violently, refuse to accept.

In this sense, it becomes the inescapable duty of the Universities to find means by which to break the vicious circle of incommunicability causing prejudice and conflicts in our society which risk to lead to its fall.

Today's universities must strive to resolve the fears and anxieties of today's young as they see man's fate reduced to being that of a super-consumer. Scientific organisation and division of labour as well as the higher standards of living which result from a higher productivity are indeed good things in themselves. But man still has needs and aspirations other than those of pure subsistence and comfort: he needs to expand the limits of his being into the more fundamentally human world of creation and thought. If this fundamental need cannot be satisfied, we do not educate, we mutilate and we dehumanize.

Constructive thought must be given to this most important problem of our times and it is the university's duty to make it possible. In this sense, the university is to become the driving power of a true cultural revolution.

What must be done then? This is a question you must answer yourselves; all I can say is that a choice must be made and that only you can make it. To simplify matters, we could say three options are possible: either you close your eyes and continue "same as before" taking short-term advantage of an ambiguous situation, a policy which has done you no disservice in the past; either you give up, saying nothing can be done; either you resolve firmly to play a positive role in the development of Quebec society. This last option only seems to me realistic, and even advantageous, for that matter.

This last option would imply, in more concrete terms, that the educational establishments in the English-speaking sector wishing their students and graduates to be able to contribute directly and actively to the development of Quebec should see to it that their graduates be able to work in this society, that is, in practice, that they be able to work in French.

It seems obvious to me, and furthermore desirable and necessary that the language of the majority should be the working language in Quebec. This is why I find it inconceivable that university graduates in Quebec could undertake their professional life without mastering French sufficiently to be able to

understand it, read it, and write it; in short, to be able to communicate with those people they will work with all their lives. Otherwise, they isolate themselves into an increasingly untenable position.

This dilemma is not only that of Loyola, for it confronts the whole of the English-speaking sector of the school system, at the high-school level, the college level and the university level. In the report it published in 1962, the Committee on Technical Training in Quebec made one essential recommendation: no one should leave school without having acquired sufficient training in order to be able to practice a trade, a craft or a profession. To paraphrase this recommendation, let us now say: no one in Quebec should leave school without having sufficient knowledge of French.

These words I am now speaking have been confirmed this last Thursday by the laying of Bill 63 before the National Assembly. As you know, this Bill stipulates that a working knowledge of French be acquired as mandatory through all stages of schooling.

As for the University of Quebec, I wish to state that insofar as we are concerned, we will award diplomas to those students only who can prove sufficient mastery of French.

The language problem is not only a question of survival for Quebec. We are attached to our language because it is the driving force of a culture which we believe has rendered in the past, now renders, and will render still greater services in the future. Because of our position at the point of contact of two of the most important western cultures, the American culture and the European culture, we believe we can play an indispensable bridge-making role in furthering their mutual comprehension. If we were not convinced of holding some place in history, our language would be for us a secondary matter and we would most certainly not display such relentlessness in our effort to see it preserved and to see it advance.

The political, geographic and cultural components of Quebec make it a possible bridge between Europe and America. This could become a reality if all members of our community, whatever their ethnic origin, were determined to create the conditions of its fulfillment.

If you compare the situation I described in the opening of this address with the perspectives I wish to open as I conclude, you understand that the cultural duality of Quebec can be either a factor of inertia and even of destruction, or either become a factor of future development so great we cannot yet measure its full scope and far-reaching implications.

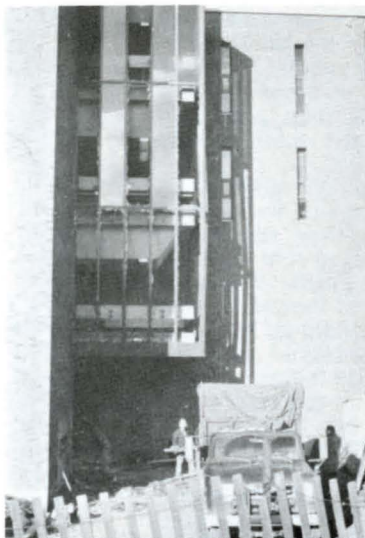


# News in Brief

Mid October saw a three day student boycott and strike in support of the Santhanam case. Father Malone looks out of his administration building office at a group of the stri-

king students. Although the strikers were rather small in numbers, more than half of the students boycotted classes and stayed home.

Shown is the destruction in the south tower of the W.X. Bryan building after a bomb planted on Thursday evening November 20 exploded. Luckily none of the students in the building were hurt.



Shown right is one of the noisier sit-ins at the Loyola of Montreal Administration building during early November.





The Very Rev. Patrick G. Malone, S.J., left, President of Loyola of Montreal; Mr. Douglas Potvin, 2nd, left, Director of the Evening Division; and Dr. Alphonse Riverin, far right, President of l'Université du Québec, are shown with Randall C. Rose, the Evening Division Medal winner. Mr. Rose received a Bachelor of Science degree, magna cum laude, at the 1969 Fall Convocation ceremonies on October 26, 1969.



The Honorable Bryce MacKasey, right, Minister of Labour, and Mrs. Mackasey, second from the left, were patrons at the Black Tie Dinner-Dance held at the Bonaventure Hotel on the evening of October 18, highlighting the Homecoming Weekend Activities. Also shown are Bill Wilson, left, President of the Alumni Association and Mrs. Wilson, 2nd from the right, and the Very Reverend Patrick G. Malone, S.J., President of Loyola of Montreal.



Dr. Jack McMullan Bill Orban, The Very Reverend Patrick G. Malone, S.J., and Herb English surround one of the Hall of Fame plaques awarded to four Loyola greats during Homecoming Weekend activities on October 18, 1969. The plaque awarded to the late Harry Hyland was accepted by his brother. Portraits of the four Hall of Fame nominees were also unveiled in the Athletic Complex at Loyola of Montreal as part of Weekend activities.

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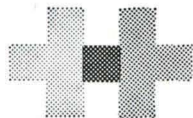
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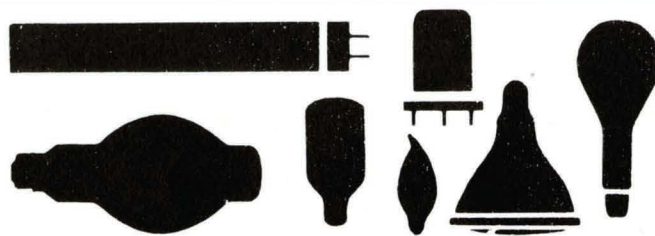
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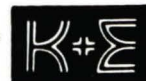
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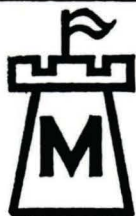
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# Alumnews

1933

The **HONORABLE VICTOR DeBOLAND, ED, DCL**, Lieutenant-Governor of the Province of Nova Scotia, was awarded an honorary degree Doctor of Law' at St. Mary's University in Halifax, N.S.

1944

**TED COMMINS** appointed Vice-President and Director of Manpower with the Facelle Company (USA) at their new head office in California.

1946

The **REVEREND JOHN CARLEY** is now Chaplain at the National Office of the Lay Apostolate, Canadian Catholic Conference, in Ottawa.

1953

**G.G. DUNNIGAN** was recently appointed General Manager—Distribution Sales at Northern Electric. He joined Northern Electric in 1951 and his new responsibilities include distribution sales across Canada.

1955

**NORMAN EMMETT HENCHEY** received a Doctor of Philosophy degree at McGill's Founder's Day Convocation on October 8, 1969.

1956

**FRANK LALONDE**, Science graduate from Loyola of Montreal has been appointed president of Frank P. Lalonde Ltd., in Pointe Claire, Quebec.

1957

**WILLIAM M. LAWLOR** of Ville LaSalle, Quebec has recently obtained his Doctor of Philosophy, Religious Studies, at the University of Ottawa and been named Chairman of the Theology-Philosophy Department at St. Joseph's Teachers College in Montreal.

1959

**THOMAS G. DAWSON** has recently been transferred from Halifax to Ottawa with a Chartered Accountant firm.

1960

**J.BRIAN SINCLAIR**, Winnipeg district manager for the Armstrong Cork Canada Limited, has been appointed marketing manager, rotogravure Vinyl products for that company with offices in Montreal.

1961

**DICK CATHCART**, at the present time on educational leave from the Department of Industry, Trade and Commerce in Ottawa, is attending the International Management Development Institute in Geneva, Switzerland. His course of study there lasts until June, 1970.

1963

**BRIAN LONERGAN** previously with the Prentice Hall Publishing Company, is now with Pitfield, MacKay, Ross and Co., Ltd., as a Stock Broker Representative, in Montreal.

**ROBERT LAWRENCE MARSHALL**

recently received his Diploma in Management at the McGill Founder's Day Convocation this fall. **Adam S. Pustowka**, has been appointed Manager of the IBM Datacentre heading datacentre services division in Edmonton and Northern Regions.

1964

**ANDRE J. FITZPATRICK** received a Master of Arts degree at the October 8th Founder's Day Convocation at McGill.

**GERALD RYAN** is currently proceeding towards a Master's degree in English at Sheridan College in Brampton, Ontario.

**SEAN WOOD** recently received his Master of Arts degree at the McGill Founder's Day Convocation ceremonies held on October 8, this year.

1965

**ROBERT (BOB) McGOVERN** has been transferred to Burnaby, B.C., as personnel manager Pacific Zone of N.E.CO.

1966

**JAMES JOHN GUY** is currently Acting Chairman of the Department of Political Science at Xavier College in Sydney, Nova Scotia.

**'WALI' DEISING O'REILLY** is now a guidance counsellor in Cochrane, Ontario.

1967

**JOHN CAVANAGH**, currently attending Parson's School of Design in his final year, is on a partial scholarship there and working part-time for Jack Lowery and Associates of New York.

**KEVIN MOYNIHAN** has been named Assistant Director of Religious Education in the Archdiocese of Halifax.

**HOWARD PITTERSON** currently with the Metropolitan Ballet of Canada, featured in the lead role of the 'Labyrinth' on December 13, 1969, at Place Des Arts. Mr. Pitterson was with Les Grands Ballets Canadiens prior to joining the Metropolitan Ballet in January of this year.

**MARIO RELICH** received a Master of Arts degree at the Founder's Day convocation ceremonies held at McGill in October.

**DOROTHY S. CROSS** received her Masters degree in Arts at McGill's Founder's Day Convocation ceremonies this fall.

1968

**JOHN GOETTLISHEIM** was promoted to Associate Systems Engineer with I.B.M. in September, 1969.

1969

**F. HARVEY BENOIT** has been appointed project assistant at the newly established Dawson College, an English language C.E.-G.E.P. in Westmount, Quebec.

**FRANK S. BOROWICZ** was awarded a Sir James Dunn Scholarship in law. He was among seven to be awarded this Scholarship in the Faculty of Law at Dalhousie University in Halifax, N.S. Valued at \$2,500 and awarded to young Canadians with outstanding academic records, these scholarships were first awarded in 1959 and have gone to 46 students to date at the Dalhousie Faculty of Law.

**GERALD H. KUEHNE** has gone into business for himself opening a Canadian branch of "Dynex" in Montreal supplying Xerographic products.

*con't from page 6*

ses and demonstrations in support of the re-hiring of Dr. Santhanam and to support more equal student representation on Senate.

**November 3, 1969.**

-- At 10:45 a.m. Father Malone S.J., stated before a packed house in the F.C. Smith Auditorium that the case had been closed. At 12:00 noon a sit-in was staged by some 200 students in the Administration Building. This sit-in broke up around 4:30 p.m. when Marcel Nouvet told the demonstrators that a settlement was being worked out by five students in consultation with the president, and that it would not involve a new contract or binding arbitration.

**November 5, 1969**

-- Settlement proposed to Dr. Santhanam who rejected it. The proposal was then unconditionally withdrawn by the College. Senate Executive Committee proposed a motion asking members of the Loyola community to cease and desist in any further attempts to bring up the Santhanam case.

**November 6, 1969**

-- The motion mentioned above was ratified by Senate. During this meeting Montreal police were called in to remove Student president Marcel Nouvet who allegedly was disrupting the meeting.

**November 12, 1969**

-- Another sit-in after which Senate Executive Committee charges five students with disrupting academic freedom and places them on disciplinary probation indefinitely.

**November 18, 1969**

-- Probation lifted on the five students to allow Marcel Nouvet, one of the students on probation to

*Con'td page 20*



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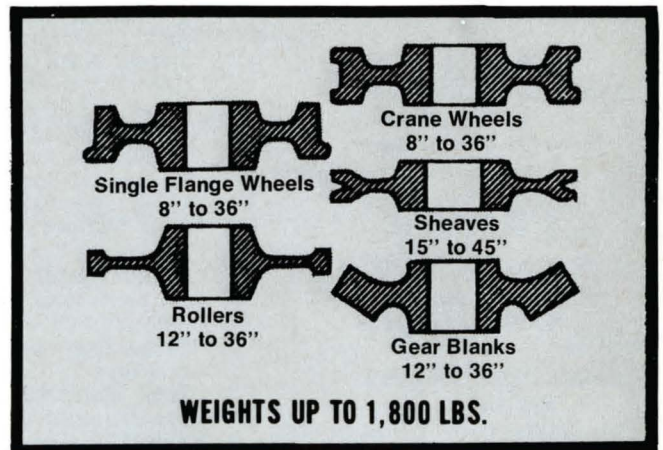
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### BIRTHS

**Richard L. Bayly, '64** a son Todd  
Richard in June 1969. A brother  
for Jody Lynn.

**George Bédard, '61**, a son Philip  
Anthony on October 5, 1969, in Lon-  
don, England. A brother for Paul.

**Robert Bélanger, '61**, a daughter  
on August 6, 1969. A sister to An-  
nick.

**James John Guy, '66**, a daughter  
Katha Aimée on June 6, 1969.

**Jean J. LaTraverse, '60**, a son on  
September 22, 1969.

**William M. Lawlor, '57**, a daughter  
Krista Ann on March 23, 1969. A  
sister for Gregory and Adrienne.

**Paul LeBlanc, '64**, a son Stephen  
Joseph on November 8, 1969.

**John Legault, '67**, a daughter Lisa  
on November 7, 1969. A sister for  
Christopher and Kimberley.

**Brian Lonergan, '63**, a son James  
on August 15, 1969.

**John Mahoney, '56**, a daughter Sha-  
ron Elizabeth on November 13, 1969.

**Jim Merchant, '67**, a son Stefan  
on May 29, 1969.

**Edward M. Murphy, '64**, a son on  
September 27, 1969.

### MARRIAGES

**Thomas Barnes, '61**, and **Patricia  
Gallagher** on July 5, 1969, at Loyola  
in Montreal.

**Ronald M. Campeau, '64**, and **Gail  
Ann Gover** on December 6, 1968,  
now residing, in Oshawa, Ontario.

## DEATHS

Our sympathies to the **Reverend  
John Cass, S.J.**, whose nephew Leo  
Cass was lost at Sea on August 26,  
1969. Requiem High Mass was cele-  
brated by Father Cass in St. Paul's  
Church in Summerside, P.E.I. on  
September 1, 1969.

**David W. Desbarats** died on October  
5, 1969, at the Queen Elizabeth  
Hospital in Montreal at the age of  
33. He was president of Desbarats  
Printing Ltd.

Born in Montreal and educated  
at Loyola College and the Carnegie  
Institute of Technology in Pittsburg,  
Pa., he entered the family business  
under his father, the late Hullett J.  
Desbarats.

Mr. Desbarats was an active mem-  
ber of St. Veronica's parish and of  
the Christian Family Movement.

Our sympathies to his wife, the  
former Mary Lynne Krausmann; his  
three children Paul, Laurie, and  
Heather; his mother Mrs. H.J. Des-  
barats; his brother Peter and his  
two sisters Susan (Mrs. Guy Trudel)  
and Janet (Mrs. W. Wilson) all of  
Montreal.

**J.H. Maloney, QC**, of Lucerne, Que-  
bec, died on October 6, 1969, at the  
Ottawa Municipal Hospital after a  
prolonged illness at the age of 65.

Born in Gatineau, Que., Mr. Ma-  
loney was educated at the Univer-  
sity of Ottawa, Loyola College, Uni-  
versity of Montreal and University  
of New York. He was admitted to  
the Quebec Bar in 1934.

Our sympathies to his wife, the  
former Achsah Cushman; three sons  
Barry, Donald, and Michael; his  
daughter Shirley Anne; his brother  
J.P. Maloney of Hull, Quebec; and  
two sisters Mrs. Lola Coutu and  
Mrs. Laura Cullen both of Ottawa.

*cont'd from page 16*

run again in the November 27,  
1969, Student Association elec-  
tions for the position of president  
a position which he resigned from  
on November 4, 1969.

Thirteen-man task force set pro-  
posed by Senate Executive Com-  
mittee to study and report back  
to Senate, recommendations on  
the re-constitution of Senate. Fi-  
nal submissions required between  
January 15, 1970, and February 1,  
1970.

#### December 3, 1969.

At press time C.A.U.T.'S second  
inquiry into the Santhanam case  
scheduled for Grey Cup weekend  
had been postponed to Decem-  
ber 8, 1969.



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